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ABSTRACT

The curriculum guide for Special Education is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students in all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Not restricted to specific subject areas, the lessons center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are designed especially for special education on the primary, intermediate, and secondary levels. Each lesson is directed toward one of the three levels. They involve: distinguishing ethnic and socioeconomic groups through art projects; identification of self and of individual differences; assessment of personal characteristics; self-analysis; social behavior through role playing; examination of dignity, respect, potential, and cooperation; awareness of basic social skills, interpersonal relations, and basic communications and mathematics skills; understanding of job training, educational preparation, and occupational classification; and career interests, decision-making, community resources, and knowledge of environment. The main portion of the document (85 pages) presents activities and outcomes organized under domain, pertinent goal, and specific objective. (JB)

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CE 003 812

Career Development Guide

Special Education

MONTGOMERY COUNTY R-II PUBLIC SCHOOLS
MONTGOMERY CITY, MISSOURI

Produced in cooperation with the Research Coordinating Unit of The State Department of Education with funds provided through Section 103(b), Vocational Amendments of 1968.

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FOREWORD

Few people would deny that education is in a state of flux. More and more young people are rejecting college in favor of work. As the realization becomes real in that college is not the answer for everybody, emphasis is being placed on career education and increasing pressure is being felt by administrators to bring career education up to the level of other types of education. There is some reluctance among teachers and administrators to incorporate career awareness in the elementary schools. One of the main reasons given for not spending time on career awareness is the already jam packed schedule of curriculum content that must be taught; however, career awareness can be incorporated into the schedule without sacrificing curriculum offerings. This can be done by integrating career awareness with various activities in social studies, reading, math and other areas of the elementary curriculum. During the middle school or junior high school years students should be given meaningful opportunities to explore career education.

These career education guidelines are an attempt to give teachers assistance in fulfilling this goal.

We are honored that the State Department of Education felt that we could perform this very meaningful task and we are grateful to the Montgomery County R-II teachers and others who so dedicated themselves to create these guidelines. We are also appreciative of the professional assistance which we received from staff members of the University of Missouri and to our Assistant Superintendent for Instruction, Mr. Benny L. Gooden, for his administrative leadership and momentum in seeing that this project was completed. Career education or career awareness is an absolute necessity if we are going to fulfil the needs of our young people in school during the seventies.

Howard E. Heidbrink

Howard E. Heidbrink
Superintendent of Schools

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CAREER EDUCATION

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career

Excerpts from Life Career Development Model, Career Guidance Counseling Placement Project, University of Missouri - Columbia, 1973.

identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to

specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome orientated model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total devlopment. The model is designed to create career consciousness in all individuals at all educational levels, to help them develope necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich,1971,p.15)

Figure 1

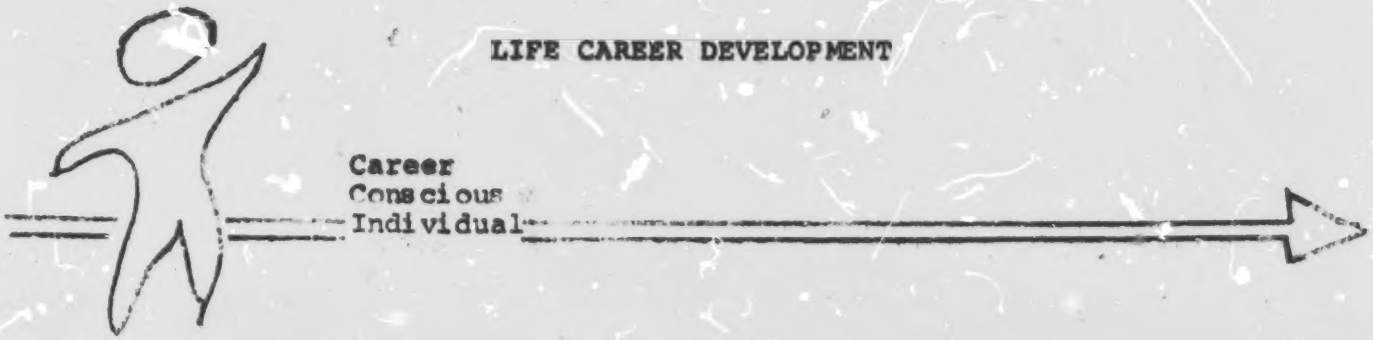
The Career Conscious Individual

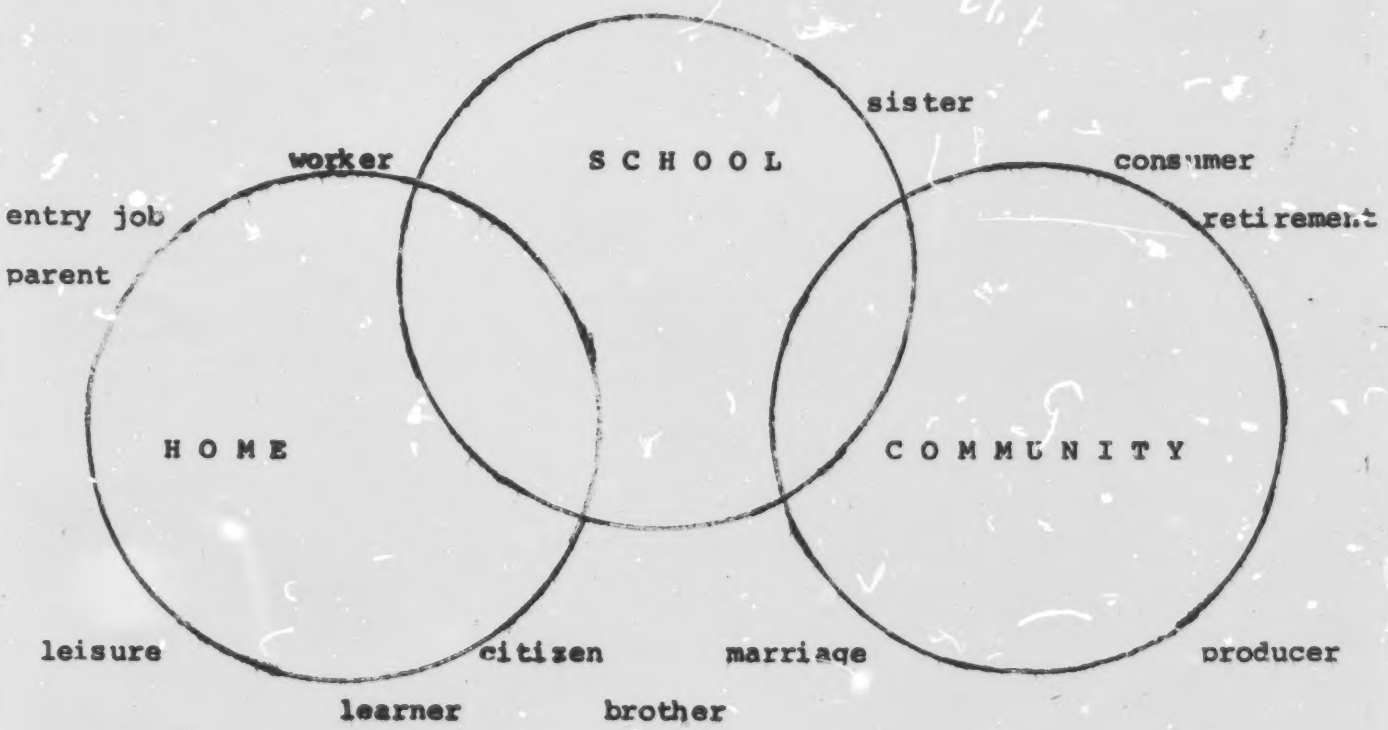
Self:	Unique Person, Total Life Style
Others:	Interdependency, Cooperation
Education:	Understands Purpose, Sees Relationship Between Self, Education and Society
Work Tasks:	Challenge, Proof of Ability
Work Place:	Opportunity to Achieve

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT





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The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs.

Self knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcome in this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsiblility for his own behavior.

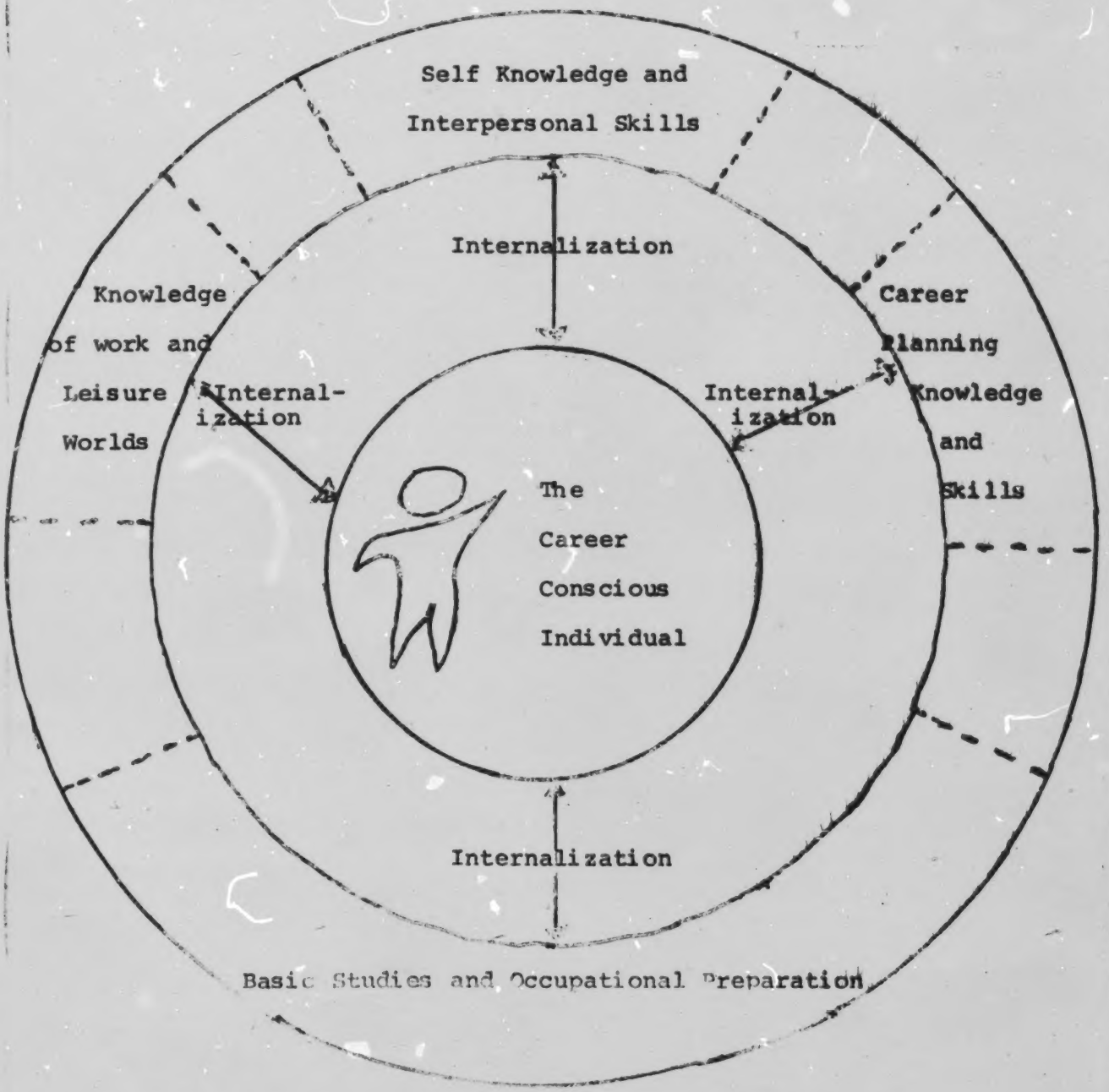
Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Figure 3

Educational Components to Develop
The Career Conscious Individual



Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choice for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals

within this domain are directed toward producing individuals who value planning and who formulate reasonable life career plans.

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (langauge arts, social studies, mathematics, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new interdisciplinary form. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

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5 Herr, Edwin. Presentation at the American Vocational Association Convention, Portland, Oregon, December 1971.

6 K-12 Guide for Integrating Career Development into Local Curriculum. Wisconsin Department of Public Instruction, Madison, Wisconsin, 1971.

7 Reich, Charles A. The Greening of America. New York: Bantam Books, Inc., 1971.

How???

to use this guide.

The following pages indicate representative types of objectives and activities which may provide an orientation toward careers. They are not intended as all-inclusive or as the ultimate in career education. A creative teacher can use this basis as a beginning for an infinite number of activities designed with a specific classroom in mind. Each day's experience with each individual student should suggest new possibilities.

A suggested procedure might be as follows:

1. Read the goals on pages 1-8 in order to gain a perspective for the entire career project.

2. Become familiar with activities relative to your subject area. Many activities are based in the social studies area, but may be equally applicable in other fields.

3. Select appropriate objectives in the "Table of Contents" and turn to the page numbers indicated for their representative activities.

4. Choose an activity and adapt it to meet the situation and students within the grade or class.

5. Utilize resource personnel (counselors, special teachers, community persons, etc.) to accomplish objectives.

6. Assess the activity in view of the outcomes.

No sequence of goals or activities is implied other than the developmental levels given following each general goal. It is intended that activities will be utilized as they are incorporated with other curricular pursuits.

The success or failure of career development lies in the willingness of professional teachers to view it as a means toward the accomplishment of a relevant school experience and in its subsequent enrichment of the various subject areas into a new educational fullness. It is with this goal in view that the five guides toward career-related activities are presented for classroom use.

1.0 SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

K-2 The individual will understand how people are alike and different.

3-5 The individual will develop the ability to assess his own characteristics.

6-8 The individual will assume responsibility for continuous self-appraisal.

SPECIAL ED.

Primary The individual will have a realistic concept of characteristics which make him unique.

Inter. The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.

Secondary The individual will accept himself as he is, and make decisions about his life-career accordingly.

1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

K-2 The individual will understand some of the things in his environment that affect life in his community.

3-5 The individual will understand the different ways people live.

6-8 The individual will understand that individual characteristics and ways of living are interrelated.

SPECIAL ED.

Primary The individual will understand that people are different.

Inter. The individual will tolerate and accept differences which affect the life style of himself and others.

Secondary The individual will respect the differences of people and accept this.

1.3 The individual will recognize the dignity and worth of himself and others.

K-2 The individual will understand that he is important.

3-5 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

6-8 The individual will understand what makes a person feel worth while.

SPECIAL ED.

Primary The individual will have developed a healthy self-concept and will respect the value of others.

Inter. The individual will take pride in his own work and will appreciate the accomplishments of others.

Secondary The individual will realize he has self-worth.

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

K-2 The individual will understand his own behavior and the behavior of others.

3-5 The individual will recognize problem areas and develop skills for coping with these problems.

6-8 The individual uses communication skills necessary to relate to his peers and other people.

SPECIAL ED.

Primary The individual will understand that he must cooperate with others.

Inter. The individual will realize the value of basic social skills.

Secondary The individual will understand the importance for co-operation.

2.0 KNOWLEDGE OF WORK--LEISURE

2.1 The individual will understand that education and work are interrelated.

K-2 The individual will understand that what he learns in school is useful.

3-5 The individual will begin to understand that different kinds of work will require varying degrees and type of educational preparation.

6-8 The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.

SPECIAL ED.

Primary The individual will understand that school is important.

Inter. The individual will understand that training is necessary.

Secondary The individual will understand that training is necessary.

2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

K-2 The individual will understand that occupations and life styles vary.

3-5 The individual will understand that the jobs people have and the way they live are affected by the community.

6-8 The individual will realize that there are environmental factors that prohibit him from following certain careers.

SPECIAL ED.

Primary The individual will understand that his surroundings affect his life.

Inter. The individual will understand that his surroundings will influence his choice of occupation and life style.

Secondary The individual will recognize the necessity for narrowing his choice of occupation.

2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

K-2 The individual will understand that people work together.

3-5 The individual will understand that a satisfying career depends upon a good relationship between himself and his work.

6-8 The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

SPECIAL ED.

Primary The individual will understand that he must function within the structure of his surroundings.

Inter. The individual will understand the necessity for rules in his surroundings.

Secondary The individual will understand that cooperation between his co-workers and boss effect his life.

2.4 The individual will understand the structure of the World of Work.

K-2 The individual will understand that there are many occupations.

3-5 The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.

6-8 The individual will know that there is a relationship between careers and there are different levels of competences.

SPECIAL ED.

Primary The individual will understand that work exists for a purpose.

Inter. The individual will understand that there are different types of work.

Secondary The individual will understand that certain careers are dependent on others.

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

K-2 The individual will understand that he will have free time.

3-5 The individual will understand that his choice of work will affect his amount of leisure time.

6-8 The individual will understand that the amount and kind of leisure will depend upon his choice of work.

SPECIAL ED.

Primary The individual will understand that his choice of work is limited.

Inter. The individual will understand that his job will influence his leisure time.

Secondary The individual will understand that his life-career is dependent upon his abilities.

3.0 CAREER PLANNING

3.1 The individual will understand that life career develops through direction and is a life-long process.

K-2 The individual will understand that getting ready for a job takes a long time.

3-5 The individual will understand that the preparation he makes will affect his life career.

6-8 The individual will understand that he is continuously in the process of career development.

SPECIAL ED.

Primary The individual will understand that life consists of change.

Inter. The individual will understand that learning is a continual process.

Secondary The individual will understand that knowledge and training is unending in the preparation for life career.

3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

K-2 The individual will understand that people are different and will have different jobs.

3-5 The individual will understand that his personality and what he can do will affect the development of his career.

6-8 The individual will understand that his career planning and development are influenced by his personal attributes.

SPECIAL ED.

Primary The individual will understand that all people do different things.

Inter. The individual will understand why all people do different things.

Secondary The individual will understand that his abilities will be the basis for any choice of occupation.

3.3 The individual will learn to accept full responsibility for his decisions.

K-2 The individual will understand that he will have to make choices.

3-5 The individual will understand that he will be responsible for his decisions.

6-8 The individual will be able to accept the rewards and punishments for his actions.

SPECIAL ED.

Primary The individual will learn to accept the consequences of his actions.

Inter. The individual will learn the value of making proper decisions.

Secondary The individual will understand the consequences of making wrong decisions and the rewards for correct ones.

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

K-2 The individual will understand that his surroundings affect his life.

3-5 The individual will understand that his community will affect his work.

6-8 The individual will understand not all careers exist in all geographical areas.

SPECIAL ED.

Primary The individual will understand that his community is different from others.

Inter. The individual will learn how his community is different from others.

Secondary The individual will understand communities and their differences.

4.0 BASIC STUDIES AND OCCUPATIONAL PREPARATION

4.1 The individual will understand that he can learn to perform in a variety of occupations.

K-2 The individual will understand that he can learn to do many things.

3-5 The individual will understand that he can perform successfully in a variety of jobs.

6-8 The individual will understand that he would be capable of learning several jobs.

SPECIAL ED.

Primary The individual will understand that he can perform various tasks.

Inter. The individual will understand that he is suited for a variety of jobs.

Secondary The individual will understand the necessity of training for several jobs.

4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.

K-2 The individual will understand that what he learns will be useful in later life.

3-5 The individual will understand that his education and experiences will affect his life career.

6-8 The individual will understand that most of his educational experiences will help him with his life career.

SPECIAL ED.

Primary The individual will understand that learning affects his life.

Inter. The individual will learn to relate various subject areas to life.

Secondary The individual will recognize that training and or education is necessary.

4.3 The individual will have a marketable skill upon leaving the educational system.

K-2 The individual will understand that he will have a job.

3-5 The individual will be able to get a job by the time he leaves school.

6-8 The individual will understand that he must have a marketable skill upon leaving the educational system.

SPECIAL ED.

Primary	The individual will recognize the importance of self-care skills.
Inter.	The individual will understand and apply self-care skills.
Secondary	The individual will exhibit an understanding for the necessity of good personal hygiene.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE & INTERPERSONAL SKILLS

GOAL NUMBER: 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.
The individual will have a realistic concept of characteristics which make him unique.

OBJECTIVE: The student will be able to tell about various ethnic groups and classify himself within one.

ACTIVITIES	OUTCOMES
1. Discuss physical likenesses and differences of ethnic groups from pictures. a. life styles b. foods c. leisure activities 2. Look for pictures portraying ethnic groups in various activities. Make a folder or collage. 3. Make a realistic life-sized picture image of self.	Given pictures of different ethic families, each student will be able to group them.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

DOMAIN: SELF KNOWLEDGE & INTERPERSONAL SKILLS

SUBJECT AREA:

GOAL NUMBER: 1.1

OBJECTIVE: The student will be able to discuss the difference in socio-economic groups and analyze how he fits in them.

ACTIVITIES	OUTCOMES
1. a. Show pictures of castle, farm small city house. b. Give in a brief sentence examples of types of life students could match with pictures. e.g. a man who owns cows. c. The student will choose the type he wants to live in. d. Draw and color a picture of it. 2. Discuss leisure activities of each of the above.	Each student will tell which place he would rather live and why.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE AND INTERPERSONAL SKILLS

GOAL NUMBER: 1.1

OBJECTIVE:

ACTIVITIES	OUTCOMES
1. Have each student choose and learn to play a simple game. e.g. Hokey Pokey Simon Says Red Rover 2. Have each student learn his or her birthday.	

GRADE LEVEL: SPECIAL EDUCATION (Primary)

DOMAIN: SELF KNOWLEDGE & INTERPERSONAL SKILLS

SUBJECT AREA:

GOAL NUMBER: 1.1

OBJECTIVE: The individual will recognize that everyone develops at a different rate.

ACTIVITIES	OUTCOMES
Have each student: 1. Keep growth charts. 2. Clothing size. 3. Discuss natural loss of teeth when situation presents itself.	Cut out magazine and newspaper pictures of people and paste on 18" x 24" paper. Report to class on how each is different in appearance, activities, and apparent life style.

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

DOMAIN: SELF KNOWLEDGE & INTERPERSONAL SKILLS

SUBJECT AREA:

GOAL NUMBER: 1.1 The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.

OBJECTIVE: The individual will evaluate his assets as well as his limitations.

ACTIVITIES	OUTCOMES
1. a. Have student try various activities that are situated around a room. e.g. tie a shoe lace, screw nut on bolt, work puzzle, etc. b. The student will discuss what they could or could not do well. 2. a. The students will draw pictures about things they like or do not like to do. b. The students will be able to give their reasons for this.	

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE & INTERPERSONAL SKILLS

GOAL NUMBER: 1.1

OBJECTIVE: The individual will evaluate his assets as well as his limitations.

ACTIVITIES	OUTCOMES
1. Give an information sheet for each student to fill out. e.g. name, address, phone no., likes-dislikes. 2. The student will evaluate in a private conference, his abilities and disabilities and his progress in school subjects. 3. The student will be included in parent-teacher-student conferences on progress.	Each student will rate himself fair, good, excellent in several skill areas.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.1

SUBJECT AREA:

OBJECTIVE: The individual will realize and explore his potential.

ACTIVITIES	OUTCOMES
1. Checklist. e.g. ___ I like to read. ___ I like bowling. ___ I like to work with my hands. 2. a. After examining several types of work, have students decide whether or not they are qualified for them. b. Give reasons why or why not. c. Explore how they can qualify themselves. 3. Select a project to complete on an individual basis for self improvement. a. Making a bird house. b. Making a wallet.	Students will write a one page report on what they would like to do for a part time job and be able to give 3 good reasons on how they qualify.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.1
OBJECTIVE: The individual will realize and explore his potential.

SUBJECT AREA:

ACTIVITIES	OUTCOMES
1. Have each student select his least favorite academic area himself and try to find something in it that would help him like it.	Each student will write a brief paragraph on what he considers the things he is outstanding and those in which his is weak. Encourage comments on how to improve.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

DOMAIN: SELF KNOWLEDGE

SUBJECT AREA:

GOAL NUMBER: 1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.
The individual will understand that people are different.

OBJECTIVE: The individual will discuss or illustrate ways in which people are different.

ACTIVITIES	OUTCOMES
1. Make collages of various body parts. a. noses b. legs c. hair color d. hands 2. Listen to language records or tapes of the same story. 3. Talk about favorites of students: a. favorite candy b. favorite color c. favorite game d. favorite T.V. show Discuss why. 4. Cut out and label pictures of clothes girls and boys wear. 5. a. Make a collection of pictures of children. b. Discuss differences. 6. a. Bring baby pictures of family to school. b. Try to identify each other from baby pictures. c. Talk about how each has changed. 7. Make a sectioned mural of: a. workers	

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.2
OBJECTIVE:

ACTIVITIES	OUTCOMES
b. leisure activities c. jobs at home, etc. 8. Pick out something somebody else can do better than you and something you can do better than others. 9. Have pairs of students face each other and study each other then point out likenesses and differences.	Using crayons and 18" x 24" paper sectioned into 4 equal parts, illustrate 4 ways in which people are different. Discuss.

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.2
SUBJECT AREA:
OBJECTIVE: The individual will demonstrate acceptable social behavior.

ACTIVITIES	OUTCOMES
1. Role play. a. introductions b. entertaining company c. setting a table d. how to use common courtesty, etc. 2. Practice good table manners. 3. Tell about examples of good social behavior that he has observed at home. 4. Ask parents about things the students do at home that need improving. 5. a. Make observations of things that look nice and or bad in home, school, community. b. Discuss and illustrate (through magazines etc.) how the individual can make them better. 6. Role play. What to do if: a. someone wants to fight with you b. you want something you don't have c. you want to do something that authority figure does not want you to do.	Use teacher check sheet twice during year. Note improvements on second sheet.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.2
OBJECTIVE: The individual will list ways in which people are different.

ACTIVITIES	OUTCOMES
1. Make a collage of basic physical types. 2. Discuss physical handicaps. a. causes b. prevention 3. Compare height and weight to students of comparable age. 4. Short reports on other lands. a. people b. cultures c. climates d. occupations e. leisure activities 5. Make collections of objects from various cultures. Label.	Make a 10 item list of the ways in which people are different.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

DOMAIN: SELF KNOWLEDGE

SUBJECT AREA:

GOAL NUMBER: 1.3 The individual will recognize the dignity and worth of himself and others.
The individual will have developed a healthy self-concept and will respect the value of others.

OBJECTIVE: The individual will demonstrate pride in himself.

ACTIVITIES	OUTCOMES
1. a. Demonstration, films, filmstrips on proper tooth care. b. Brush teeth daily in classroom.	Name three persons who can aid in health care.
2. Role play. a. cleaning a wound b. caring for bumps on heads c. care of cold	
3. Interviewing. a. doctor b. school nurse c. parents	
4. Try different ways of combing hair.	
5. Use scraps of blue, yellow, red tissue paper to experiment with color combinations.	
6. a. Collect pictures of people who look attractive and or unattractive. b. Discuss why.	
7. After an assignment student will select work to be displayed.	
8. The student will take part in keeping his surroundings clean.	Use paint and paper to illustrate three ways to improve one's appearance.
9. a. Demonstration of washing by hand. b. The student may wash an article himself.	

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.3
OBJECTIVE:

SUBJECT AREA:

ACTIVITIES	OUTCOMES
10. a. Check appearance in mirror. b. Keep chart on personal opinions of how he looks. e.g. neat hair clean clothes	
11. Pair student off to help each other with specific tasks.	Give oral report on how people can help each other.
12. Use system of reward for desired behavior and accomplishments.	

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

DOMAIN: SELF KNOWLEDGE

GOAL NUMBER: 1.3

OBJECTIVE: The individual will show respect for others.

SUBJECT AREA:

ACTIVITIES	OUTCOMES
1. The individual will discuss the good aspects of other people. 2. Role play. a. behavior in lines theaters play ground classroom, etc. 3. a. Collect picture of people in various costumes. b. discuss reasons for costumes. 4. a. Take trips to work areas, businesses, leisure facilities, and check at home. b. Discuss, illustrate, list way in which respect for others is shown or not shown. c. Decide what should have been done in situations in which it was not shown.	Write a brief paragraph on the ways students, siblings, colleagues can be respectful to each other.

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.3
OBJECTIVE: The individual will do his best work.

ACTIVITIES	OUTCOMES
1. The student will pick out their best work for display. 2. Arrange an arts and crafts display in some business in the community. a. students decided what and where b. contact the business if possible c. make arrangements d. set up and dismantle show. 3. a. The student will evaluate his own work. b. The student will evaluate and discuss his work with the teacher. c. The student will evaluate his work with his parents. 4. Discuss what happens when people don't do their best work. e.g. community helpers. 5. Visit on campus and make a chart of duties and responsibilities of the various personnel. 6. Make a "Duty checklist" for parents and siblings. Discuss what happens when they don't do their best.	Individuals use tape recorder to explain why these persons should do their best work. 1. yourself 2. parents 3. people in business world.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.3
OBJECTIVE: The individual will be able to tell why he is important.

ACTIVITIES	OUTCOMES
1. a. Make a chart of needs of the students' home. b. Decide how he fills some of these needs. 2. Same thing for a classroom. 3. Same thing for work world. 4. Pair off students to help each other in various areas.	Individual is to list one thing which he is able to do to help at home, in school, and in work world.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE
GOAL NUMBER: 1.3
OBJECTIVE: The individual will tell of the importance of others.

ACTIVITIES	OUTCOMES
1. a. Make chart of responsibilities of various members of the home. b. Rank in order of importance of duties. 2. Show filmstrips on community helpers and discuss their importance. (Stress interdependence) 3. Make a mural of community helpers. 4. The student will work together on a major project. Each will take part in the phases according to his abilities e.g. making a big book for younger children, building a model city.	Name as many community helpers as possible. Give one responsibility of each.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE

GOAL NUMBER: 1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.
The individual will understand that he must cooperate with others.

OBJECTIVE: The individual will cooperate with others.

ACTIVITIES	OUTCOMES
1. Play games involving following directions. Refer to Peabody Language Development Kit Level 1. 2. The student will take part in activities related to listening skills. Refer to SRA Kits. 3. The student will work with a child of less strength in some area to help them. 4. The student will work with a student with more strength in a given area for help. 5. The student will take turns doing different jobs around the classroom. 6. Make a pop-bottle collection to raise money for a classroom project. Assign a banker and a bookkeeper and other necessary jobs. a. to buy a tree... b. to buy school project... c. to buy need for room...	Each individual will use crayons and paper to illustrate one thing he has done to cooperate with another person.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: SELF KNOWLEDGE AND INTERPERSONAL SKILLS
GOAL NUMBER: 1.4
OBJECTIVE: The individual will use basic social skills.

ACTIVITIES	OUTCOMES
1. a. Role playing - what to do in various social situations. e.g. introductions, meal time, accidents, etc... b. followed by class discussion - was this handled correctly? - What would you do in his place? 2. Collect eating utensils and dishes to make proper table setting. 3. Discuss and make posters on how to eat different types of food. a. soup b. bread c. chicken d. beverages 4. a. Show filmstrips on good manners. b. Good health habits. 5. Discuss good telephone etiquette - Use of "Visit to Telezonia" from S.W. Bell. 6. Use appropriate segments from D.U.S.O. Kit from Am. Guid. Serv.	Use mimeograph materials to compose a book on proper manners in different situations. 1. introductions 2. telephone 3. games 4. table

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: SELF

SUBJECT AREA:

GOAL NUMBER: 1.4

OBJECTIVE: The individual will strive for working relationships with others.

ACTIVITIES	OUTCOMES
1. Have students make a list of other students they would rather work with and why. 2. Work together and plan the production of an 8 mm. movie on "polution." a. Have students write script b. Have students find locations c. Have students choose participants d. Have students learn to operate equipment 3. Work together on a story book for primary Special Education. a. write story b. illustrate c. design cover 4. Plan party or picnic for designated group that is less fortunate. 5. a. Have student participate for at least one day on an actual job. b. Have student report to class his duties. c. Have student report of helping relationships which he observed.	Individuals are to make a list of three things seen in others that are desirable traits.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: The individual will strive for working relationships with others.

ACTIVITIES	OUTCOMES
1. Have students make a list of other students they would rather work with and why. 2. Work together and plan the production of an 8mm. movie on "polution." a. Have students write script b. Have students find locations c. Have students choose participants d. Have students learn to operate equipment 3. Work together on a story book for primary Special Education. a. write story b. illustrate c. design cover 4. Plan party or picnic for designated group that is less fortunate. 5. a. Have student participate for at least one day on an actual job. b. Have student report to class his duties. c. Have student report of helping relationships which he observed.	Individuals are to make a list of three things seen in others that are desirable traits.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.1 The individual will understand that education and work are interrelated.
The individual will understand that school is important.

OBJECTIVE: The individual will attend school regularly.

ACTIVITIES	OUTCOMES
1. a. Keep record of own attendance b. Give free time on Friday afternoon for perfect attendance for the week! 2. Have students talk to their parents (Guardian) and relate to class how academics are necessary in their jobs. 3. Interview school personnel to find out what happens when they don't show up for work. Discuss.	Use tape recorder to explain why the individual does or does not like school.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

SUBJECT AREA:

GOAL NUMBER: 2.1

OBJECTIVE: The individual will demonstrate knowledge of basic skills in reading, writing, and arithmetic.

ACTIVITIES	OUTCOMES
1. Reproduce highway signs. 2. a. Follow recipe for no-bake cookies or candy. b. Purchase own ingredients from local grocer. 3. Measure to find clothing size then make a pretend order from catalogue figuring tax, weight, and total cost. Given certain amount to spend! 4. Measure room for carpeting. 5. Read and order a meal from a menu. 6. Plan a balanced menu for their family - Pretend shopping list. Shop from newspaper ad. 7. Read employment want ads and write for application. Fill out. 8. Divide room into two equal groups. a. 1. 1/2 write invitations for party. 2. 1/2 answer and accept or reject. b. Have relays on board 1. Math 2. Spelling 3. Sentence composing	Use achievement test scores to evaluate this area as well as performance on daily work.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.1
OBJECTIVE: The individual will explore different levels of training.

ACTIVITIES	OUTCOMES
1. Visit vocational technical school, cosmetology school, L.P.N. training, or have guest speaker. 2. Make chart of suitable job opportunities and list skills necessary. 3. Explore different pay systems in a factory. 1. piece work 2. union shop	Individual make list of three areas he is interested in and the requirements for work in this field.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.2 The individual will understand that occupations and life styles are influenced by environmental variables.
The individual will understand that his surroundings affect his life.

OBJECTIVE: The individual will demonstrate a knowledge of his environment.

ACTIVITIES	OUTCOMES
1. Keep daily calendar with temperature and weather. 2. Make a scrapbook of seasons of the year. 3. Use appropriate holiday designs on bulletin board. 4. a. Collect pictures of lakes, mountains, etc. b. Make mural with these classified. 5. Clip and post items of interest from local paper. 6. Make list of local businesses, churches. 7. Make map of school.	Name the seasons of the year -give two characteristics of each. Name physical characteristics of the community.

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.2
SUBJECT AREA:
OBJECTIVE: The individual will be able to categorize life careers and occupations with corresponding environmental opportunities.

ACTIVITIES	OUTCOMES
1. Invite a clerk from a store to come in and explain proper shoe care, fitting of shoes, parts of a shoe, and what shoes are made of.	The students will demonstrate proper shoe care by polishing and wearing of boots.
2. Collect pictures of machines that work for us in building a highway. 3. Draw pictures of highway equipment at work. 4. Discuss travel along highways, and what students could be able to see from a car while on a short or long trip.	The students will name three machines that are used in building highways so that we may have pleasure in visiting other places.
5. Discuss how people's love and concern for pets has resulted in a variety of occupations. 6. Discuss those occupations related to the care of pets: 1. pet show owners 2. pet food manufacturers 3. kennels for boarding animals 4. animal trainers 5. veterinarians 6. veterinarian assistant 7. Draw pictures of a pet shop and a favorite pet. 8. Visit a veterinarian's office. 9. Figure the cost of food for a pet for one week. 10. Figure the cost of care of a pet in a kennel. 11. Select library books on "Care of Pets."	The students will know that people's attitude toward pets have changed and specialized services have increased the variety of occupations.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.2

SUBJECT AREA:

OBJECTIVE: The individual will list occupations for which he is able to train.

ACTIVITIES	OUTCOMES
1. Discuss the work of the farmers and types of farms. 2. Discuss the animals, crops, and soil. 3. Discuss the fact that he must know what to plant, when to plant, and how to harvest. 4. Make a list of farm machinery, and what the farmer must do to maintain them. 5. Stress the fact that the farmer has to work long hours, that the work is difficult, that he needs to be in good physical condition, and that he needs to know a great deal about farming.	The students will become aware that the farmer must be educated in his line of work. The students will be able to name three different types of farms, three different crops, and three machines used on the farm.
6. Classify jobs under one of these headings: 1. occupations that require technical training. 2. occupations that require college preparation. 7. In the scrapbook, add a section of jobs that the students feel they would be qualified to do when they completed their education. 8. Bring in a resource person and have him describe how he became a mechanic. This would include his formal and informal education. 9. The students will try to figure out problems related to travel by gas mileage. 10. Draw the tools and label each used by mechanic.	Students will know that some jobs require more intensive training than others. The student will be able to relate and describe the meaning of work. The students could write a summary report of the mechanic.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.3 The individual will understand that career satisfactions depends upon a harmonious relationship between himself and his work environment.
The individual will understand that he must function within the structure of his surroundings.

OBJECTIVE: The individual will follow directions.

ACTIVITIES	OUTCOMES
1. Peabody Language Dev. Kit. Level One. 2. Students should have opportunity to serve as class officers. 3. Play games - i.e. a. Simon Says b. Hokey Pokey c. Lubi Lu	Learn to follow directions correctly. Student shall see the importance of following directions.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.3

OBJECTIVE: The individual will abide by written and verbal regulations.

ACTIVITIES	OUTCOMES
1. Have students help make a rule chart for the classroom and discuss importance of each rule.	To participate in deciding on what their environment will be.
2. Show and discuss filmstrips. "Why we have rules and law" "We All Take Turns"	To know why laws are a must.
3. Explore rules that govern the school system, the community and the home.	To realize there are rules everywhere.

GRADE LEVFL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will abide by written, verbal, and implied regulations.

ACTIVITIES	OUTCOMES
1. Explore rules and regulations in home, community and classroom. 2. Discuss conscience. 3. Role Play: "Anger" "Teasing and Tormenting Others" "Profanity"	To be able to make value judgments.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: The individual will show respect for authority.

ACTIVITIES	OUTCOMES
1. The whole class participate in a biographical study of the President of the U.S. 2. Make a flo-chart of the public officials in the community. 3. Have several students involved in an activity where they take charge of several younger children.	Given a list of duties each will choose the duties of the Pres. The student will be able to list four community officials. Each student will give a report of the duties they had to fulfill as the leader.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.4 The individual will understand the structure of the World of Work.
The individual will understand that work exists for a purpose.

OBJECTIVE: The individual will name occupations that depend upon other occupations.

ACTIVITIES	OUTCOMES
1. Discuss the circus and the fun we have watching it. 2. Make a list of animals that are used in a circus. 3. Have students tell about the people that work at the circus. 4. Watch a movie or T.V. program on the circus. 5. Draw pictures of circus animals, acts and employees of the circus. 6. Discuss fact that people pay to watch a real circus. 7. Plan a circus in the room.	The students will become familiar with circus life, and the fact that many people have work because we pay to watch the circus. The students will be able to identify ten animals and five acts in the circus.
8 Collect books and pictures of old time cars. 9. Discuss speed, size, shape of old and new cars. 10. Discuss how long it would take to travel from home to a store in an old car. 11. Bring in an antique car for the students to look at and sit in. At the same time have an automobile dealer bring in a new car. The children will compare the cars.	The students will see the advancement of automobiles. They will be able to list ten changes in the automobiles that will aid us in travel.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will name occupations that depend upon other occupations.

ACTIVITIES	OUTCOMES
12. Make a bulletin board of pictures from automobile dealers. 13. Draw pictures of the old and new automobile.	

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will group occupations according to services, skill requirements, and opportunities.

ACTIVITIES	OUTCOMES
1. Discuss the hot lunch program in class.	Have a display of pictures and have the students identify each.
2. List all of the occupations connected with the hot lunch.	
3. Take a field trip to the kitchen at the Franklin School.	
4. Make drawings of the kitchen and the foods that were prepared.	
5. Make a scrapbook as a class project showing various types of work.	The scrapbook will be completed and students will be able to recognize various ways of earning a living and meaning of work.
6. Divide scrapbook into community helpers and the work of the parents.	
7. Pass the scrapbook on to Intermediate II. This group will add semi-skilled, unskilled and silled workers to the material.	
8. Pass the scrapbook to Intermediate III. Short stories or sentences about the helpers and workers will be added.	
9. Compare the training of nurse's aide with the training of a registered nurse.	Become aware of the extensive training of a nurse as compared to the more practical training of a nurse's aide.
10. Invite the school nurse and a nurse's aide to discuss their work and training.	
11. Make a teacher-pupil chart of skilled, semi-skilled and unskilled workers.	The students will be able to associate certain activity with specific occupations.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will group occupations according to services, skill requirements, and opportunities.

ACTIVITIES	OUTCOMES
12. A game can be palyed by a student telling about an occupation having other students guess the occupations. 13. Collect pictures of antique cars and books. 14. The students will be able to get free information about the new cars from all automobile dealers in the city. 15. The students will learn how to read a speedometer. 16. A home project will be to read the odometer on the car that they have at home. Record and bring to school. Take an old speedometer apart and see how it operates. 17. Visit a garage. Watch an oil change and tire change. Give oral report on how these were done. 18. Make a model car from model car kit. 19. Divide the class into two groups and make a mural of travel in olden days and travel today. 20. Discuss a roadside park. 21. Design a roadside park which shows: tables, fireplaces, trash cans, playground equipment, water pumps and lavatories. 22. Discuss drilling of a well and testing of the water.	The students will see how travel by car has become safer, more comfortable and faster because of the mechanical improvements from olden days to present times. The students will be able to list the people that plan and maintain our parks.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.4

OBJECTIVE:

ACTIVITIES	OUTCOMES
23. Invite the City Recreation Director to talk to the children on the parks and recreational facilities in Shawano. 24. Make a list of workers that help us fulfill our social needs in a roadside park. 25. Take a walking field trip to a park. Count the number of trees in the park. 26. Plan a map and count the blocks to the park.	

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: The individual will list occupations that are similar.

SUBJECT AREA:

ACTIVITIES	OUTCOMES
1. a. Study a service station and all the jobs needed to successfully operate one. b. Same for grocery store. c. List similar jobs of both situations. 2. Write a paragraph comparing: a. waiter, waitress b. barber, beauty operator c. nurse, doctor d. farmer, manufacturer	Given a list of jobs the student will be able to choose jobs that are similar.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time. The individual will understand that his choice of work is limited.

OBJECTIVE: The individual will display knowledge of jobs for which he may be suited.

ACTIVITIES	OUTCOMES
1. D.U.S.O. Kit from American Guidance Service.	
2. a. Show filmstrips of a farmers work - "Old MacDonald's Farm." b. Making rag dolls by placing beans in paper toweling and wrapping string around them. The students will keep them wet, and watch them grow. c. Stress the fact that many farmers go to school and attend night school. d. Plan a visit to a farm (if funds permit). Invite a farmer into the room to discuss his work. e. Take pictures of a farm and have high school students develop them. f. Tape record sounds of farm animals and have students create oral stories.	The students will learn that if a farmer wants to be successful, he must be educated in his occupation.
3. a. Write letters to successful people asking them what they like about their jobs. Have the students read the letters. b. Use a tape recorder and have students role play: Why I think my job is the most interesting job I could have? They could tell how much money they would earn in a week, month and year. c. Using a daily newspaper, cut want ads showing job openings. Make a bulletin board of the letters.	Class summation of the letters. The students will be able to correlate their abilities and job opportunities.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE

GOAL NUMBER: 2.5

OBJECTIVE: The individual will explore leisure time activities.

ACTIVITIES	OUTCOMES
1. Each student will learn to play two board games; i.e. - checkers, monopoly, yatzee. 2. a. Discuss fishing for fun and using it as leisure time. b. Discuss what fish eat, how they live, and how they breathe. c. Making a balanced aquarium. d. Assemble a fish pole, thread the line, and place a hook on the line. e. Learning to use a fishing reel. f. Trace the Wolf River on the map. List other fishing streams. g. Invite the owner of Menominee County Trout Ponds to talk to the children. Discuss the fact that he must know the kinds of fish, their food, and the amount he must feed them. h. Discuss weather conditions that influence the catching of fish.	The students will be able to give three reasons why the resource person must be prepared for his work.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: KNOWLEDGE OF WORK AND LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: The individual will select jobs that interest him and suit his abilities.

ACTIVITIES	OUTCOMES
1. Make a scrapbook of pictures, newspaper stories, and pamphlet information on jobs he is interested in. 2. Have some students help with on campus work and report back to class what they observed.	List requirements for job each student is interested in.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1 The individual will understand that life career develops through direction and is a life-long process.
The individual will understand that life consists of change.

OBJECTIVE: The individual will tell how his life is changing.

ACTIVITIES	OUTCOMES
1. a. Discuss life of the early Indians. b. Discuss types of early homes and homes of today. c. Draw pictures of your homes today. d. Draw pictures and designs of a tepee. e. Discuss clothing and foods of past and present and how we obtain it. f. Collect pictures of the olden days and present times and create oral stories.	The students will become aware of the advancement of society and living conditions and be able to name five changes from early days to present times.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: The individual will tell of things he has learned and things he wants to learn.

ACTIVITIES	OUTCOMES
1. Discuss the advantages of education over staying at home.	The student will be able to orally list advantages of attending school.
2. Discuss the requirements for work of parents.	The student will be able to orally list reasons why his parents work.
3. Discuss personal appearance for work (self care-ceeth, hair, clothes, body, etc.).	The student will be able to demonstrate proper dress and grooming.
4. Make a list of good characteristics of work, (honesty, courtesy, respectfulness, punctuality).	The student will be able to demonstrate good characteristics.
5. Make a chart of workers in the school.	Each student will be able to list ten different occupations.
6. Make a chart of community helpers. Draw a mural of the different occupations of the community.	
7. Label each person on mural.	
8. Show filmstrips on occupations in the community.	
9. Role playing of the workers in the community.	
10. a. Select books from the library on famous inventors. Read stories to the students or assign students to read aloud to the group. b. Make a list of inventors, the inventions and discoveries and how these helped advancement of society. c. Allow the class to discuss ideas of their own which could be considered their own "inventions."	The students will become aware of the advancement of occupations by studying inventions that aid us in life situations.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

ACTIVITIES	OUTCOMES
11. a. The teacher will read the stories to the students from the scrapbook. As this is being done, use a tape recorder to record stories. b. Let the students in free-time listen to the tape and decide what they would like to be when they grow up.	The students will see that work does have personal meaning to others.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: The individual will explore the necessary training needed for a career.

SUBJECT AREA:

ACTIVITIES	OUTCOMES
1. a. Discuss cooking for fun and cooking for an occupation. b. The teacher aide will take three students to the grocery store and shop for something to make as a kitchen project. c. Measurement will be taught: cups and fractional parts of a cup, pints, quarts, and use of measuring spoons. Have students practice by using water. d. The students will read and follow the directions of the recipe and set the oven of the stove. e. Invite a lady into the class to demonstrate cake decorating. Each student may decorate a cupcake.	Have students write a summary of how to decorate a cake and how much work is involved in cooking as an occupation.
2. a. Discuss the education and training needed for air transportation. b. Plan a trip to the Shawano Airport. c. Mr. Fred Davel, will discuss the local aviation programs. Make a tape recording of this discussion. The discussion should include: how many hours of training one needs to become a pilot; how long a runway is at the Shawano Airport; how fast airplanes fly; how long it would take Mr. Davel to fly from Shawano to Milwaukee. d. Build a hanger for a toy airplane. This should be made of wood. e. Select books on airports and airplanes for the children to read.	The class will write a cooperative story as a summary for the unit.
3. a. Discuss personal appearance. Make a teacher-pupil chart on good grooming. b. Conduct a field trip for girls to a beauty shop. Conduct a field trip for boys to a	The teacher will observe how students apply what they have learned to improve their grooming.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

ACTIVITIES	OUTCOMES
barber shop. Getting parental permission have one boy get a haircut while others in the class watch. c. Ask the cost of equipment, call attention to the licenses that operator's have. How people become barbers and operators should be noted through questioning. d. Check the time that it takes for the haircut. e. Make a list of the machines they found in the barber shop. f. Figure the cost of haircuts for a family of four. g. Compare cost of girls' and boys' haircuts. h. Call attention to the fact that shop owners have hired people to keep the shops clean. i. Collect pictures of hair styles for boys and girls and paste on a chart. j. Show film "Your Cleanliness." k. Collect pictures of hair styles for girls. l. Ask the students to shampoo their own hair over the week-end. m. Draw pictures of a barber shop and beauty shop. Compare equipment in each. n. A counselor could be called in to help with small groups of students.	
4. a. Discuss the areas of work within the home. (Family workers) b. Girls may dramatize work mother does at home. Boys may dramatize work father does at home. c. Each student will tell where parents work; type of work. Tape recording of above will be made. d. Parents may come and explain the work they do.	Each student should be able to tell what work is done in home. Each student should be able to tell importance of the work parents or foster parents do outside of the home.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE:

ACTIVITIES	OUTCOMES
e. Students may bring samples of things parents make if factory work, or display hobbies of parents. f. The students will make a bulletin board showing various products and pictures that are the results of their parents' work.	
5. a. Develop ability to use means of communication by having an auction. b. Discuss why people have an auction. c. Describe an auctioneer and the training he must have. d. Describe the duties of the auction clerk, and of the collector of the money. e. Collect items to be sold. f. Each student is given a given amount of play money. He must be able to bid and count his money. Collect real auction bills and make bulletin board. Make own auction bills for things class would have for sale. g. Invite a real auctioneer into the room and hold an auction. h. Tape record this auction.	The students will be able to explain the role of the auctioneer and clerk, and be accountable for an amount of money.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.
The individual will understand that all people do different things.

OBJECTIVE: The individual will tell what jobs his parents and acquaintances have.

ACTIVITIES	OUTCOMES
1. a. Have students: Clean out desks and wash top and seats (individual responsibility).	Self-evaluation, teacher evaluation if desks are in order.
b. Empty waste paper from room into containers in hall.	
c. Pick up toys and place them in proper place when playtime is over.	
d. Hang up clothing.	
e. Make a chart showing duties children can do in school. (Teacher constructs chart)	The student will be awarded stars for good work. Students affix stars to chart.
f. Make a chart showing duties children can do at home. (Teacher constructs chart)	
2. a. Make a class-book of own illustrations of the job their parents and friends have.	The student will be able to state duty he has been doing at home.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: The individual will tell of different interests people have.

ACTIVITIES	OUTCOMES
1. a. The students could create (write) stories or sentences about what they like to do and compare them to the stories or sentences that other children have written. b. Draw pictures of themselves involved in the stories.	Identify those students who need to be more realistic in expression. If students are found to be overly imaginative, a counselor may be called in for small group counseling.

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: The individual will be able to list his assets and liabilities.

ACTIVITIES	OUTCOMES
1. a. Discuss our needs for friends and how we select them. Ask: Why we want friends? Where we find friends? How we select friends? 1. by appearance? 2. by good manners? 3. by fair play? 4. by good behavior? How we enjoy our friends? 1. by willingness to share? 2. by willingness to play together? 3. by willingness to go places together? b. Discuss people to avoid as friends: 1. those belonging to gangs. 2. those with bad reputations. c. Discuss neighbors: 1. who they are. 2. what we expect from them. d. Have students make a list of their friends.	Teacher evaluation by how students interact and respond.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.3 The individual will learn to accept full responsibility for his decisions.
The individual will learn to accept the consequences of his actions.

OBJECTIVE: The individual will demonstrate that he understands the difference between right and wrong.

ACTIVITIES	OUTCOMES
1. a. Plan with students a field trip to the police station relative to the community helpers unit. Tape recording of trip. b. Make a chart (teacher-pupil planning) of what to look for and what questions to ask. c. Pantomime telephone conversation to police station. d. Listen to the first tape recording made on teacher-pupil planning of first tape. e. Draw pictures of one event which they saw on the field trip. The students will place pictures in proper sequence and use on the T.V. viewer. One student will narrate the program. 2. Play acting roles of: a. stealing b. cheating c. lieing d. assault	The students will develop a time line presentation of field trip from the planning stage to the T.V. program.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

DOMAIN: CAREER PLANNING

SUBJECT AREA:

GOAL NUMBER: 3.3

OBJECTIVE: The individual will make decisions.

ACTIVITIES	OUTCOMES
1. Have students keep a log for two days of the T.V. shows they viewed and tell why they chose them. 2. Stress importance of leisure time activities by having various activities available for selection. 3. Students may select a hobby activity they wish to do during a weekly contract period.	

GRADE LEVEL: SPECIAL EDUCATION (Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.3
OBJECTIVE: The individual will make decisions and accept the consequences.

ACTIVITIES	OUTCOMES
1. Select and go to a movie. Analyze why or why not you liked the movie. 2. Discuss involvements in auto accidents and penalties. 3. Invite a lawyer to class to discuss laws and penalties involved in drugs, felonies, taxes, etc.	The individual will use a tape recorder to analyze the pros and cons of decisions concerning money, drugs, etc.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.
The individual will understand that his community is different from others.

OBJECTIVE: The individual will tell of different communities.

ACTIVITIES	OUTCOMES
1. a. Find own community on a map of state. b. Locate communities that are near home. 2. Make experience stories from individuals who have been to these communities. 3. Use pictures and stories to study small towns, cities, and large cities. 4. Use above methods to study geographical characteristics - i.e. rivers, hills, mountains, etc.	The individual will describe by pictures and simple sentences his concept of different places.

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.4
OBJECTIVE: The individual will tell how communities differ.

ACTIVITIES	OUTCOMES
1. a. Group will select a town near own to study. b. Collect newspapers from town to compare events and interests. c. Use telephone directory to compare the businesses and occupations within the two towns. 2. Use magazines and reference sources to find out how geography affects life, business industry. 3. Visit another town.	Write a story about what you would do and see if you moved to another town.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.4

OBJECTIVE: The individuals will state reasons for the differences in the communities.

ACTIVITIES	OUTCOMES
1. Collect pictures of all facets of a farming community...of a urban community. 2. Study Puerto Rican culture in U.S. 3. Compare to Indian culture. 4. Discuss differences when schools are of 3,000± and 200±.	To realize there are differences.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: BASIC STUDIES AND OCCUPATION PREPARATION

GOAL NUMBER: 4.1 The individual will understand that he can learn to perform in a variety of occupations. The individual will understand that he can perform various tasks.

OBJECTIVE: The individual will demonstrate the various tasks which he is able to perform.

ACTIVITIES	OUTCOMES
1. Students will keep a chart of the personal skills which he is able to perform - e.g. bathing, care of clothing, hair, etc. 2. a. Study home and various persons jobs within the home. Report on things each member does that the individual already knows how to do. b. Use dittos to make an I Can Do Book containing original drawings and stories of the children.	Each student will use paper, pencils, and crayons to write or draw about the various things he is proficient in.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: BASIC STUDIES AND OCCUPATION PREPARATION

GOAL NUMBER: 4.1

OBJECTIVE: The individual will tell of jobs in which his skills allow him to participate.

ACTIVITIES	OUTCOMES
1. a. Study various occupations, pastimes of the community through field trips, interviews, magazines, etc. b. Make a list of the basic skills each require. 2. a. Put various skills on cards and drop into bowl (e.g. addition, subtraction, aspects of good grooming, use of hammer and nails. b. Have students select and draw one or several. c. Have each student make a scrapbook of situations in which the skill he drew may be used.	Given an occupation or job of a local community person the student shall either write or use a tape recorder to list the skills he has to qualify him for the position and those which he has not yet attained.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

SUBJECT AREA:

DOMAIN: CAREER PLANNING
GOAL NUMBER: 4.1
OBJECTIVE: The individual will demonstrate versatility and adaptability.

ACTIVITIES	OUTCOMES
1. Pretend each student is a sales person and must orally sell something to the class or individual. These can include: a. 1. a machine 2. a musical instrument 3. books 4. clothing 5. furniture 6. toys 7. sports equipment 8. students' choice b. After an article is sold, whatever their reward is, points, checks, cards, may be used for payment. c. Students will practice making change.	An ability to talk about and answer questions on the article they are selling.
2. Role playing of all sorts.	
3. Students will write stories describing selves and what work means to them.	The teacher will analyze the student's willingness to express feelings.

GRADE LEVEL: SPECIAL EDUCATION (Primary)

SUBJECT AREA:

DOMAIN: BASIC SKILLS AND OCCUPATION PREPARATION

GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career. The individual will understand that learning affects his life.

OBJECTIVE: The individual will be able to distinguish between the things he learns at home and school.

ACTIVITIES	OUTCOMES
1. Bring family pictures to school from early childhood. a. observe differences of size and maturity. b. the activities. c. use pictures to create a "Then I Could, But Now I Can Do More" bulletin board. 2. Discuss: a. The things babies must learn to do. b. Those who have young siblings can research and interview at home to report on the things young children do and learn at home. 3. Make pictures on 18" x 24" paper, folded in two. Illustrate "What I Learned at Home." "What I Have Learned at School."	Each student will make a collage and discuss the subject "We Learn Before We Come To School."

GRADE LEVEL: SPECIAL EDUCATION
(Intermediate)

SUBJECT AREA:

DOMAIN: BASIC SKILLS AND OCCUPATION PREPARATION

GOAL NUMBER: 4.2

OBJECTIVE. The individual will be able to apply knowledge gained at school to every day life experiences.

ACTIVITIES	OUTCOMES
1. a. Visit a business - e.g. grocery store, variety store. b. Using interviewing techniques - find out how various personnel use reading, math, science, etc. c. Make experience chart on the above. 2. Study the home. a. interview members b. watch jobs of members c. report to class on how various members use subject areas. 3. Work with students to read newspaper advertising and make imaginary shopping lists with a limit of the money to be spent.	Given a list of subject areas (e.g. reading, math, language) and a list of every day activities (e.g. letter writing, shopping, house cleaning, etc.). The students will match which academic areas may be used to help in the activities mentioned and explain why.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: CAREER PLANNING
GOAL NUMBER: 4.2
SUBJECT AREA:
OBJECTIVE: The individual will complete a training and or an academic program.

ACTIVITIES	OUTCOMES
1. Discuss importance of finishing school and or a training program. 2. Talk of jobs that require a high school diploma. 3. Talk of jobs that require special training. 4. Write for free literature on job opportunities and training needed. 5. View filmstrip program from "Eye Gale" titled "Job Opportunities." 6. Use "Finding a Job" by Finney & Co.	Student will need the necessities for an education.

GRADE LEVEL: SPECIAL EDUCATION
(Primary)

SUBJECT AREA:

DOMAIN: BASIC SKILLS AND OCCUPATION PREPARATION

GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.
The individual will recognize the importance of self-care skills.

OBJECTIVE: The individual will be able to take care of himself.

ACTIVITIES	OUTCOMES
1. Students will make a "Me" book. a. include vital statistics - sizes - etc. b. photos c. full name, address, phone d. childhood diseases. 2. Each student keep chart of self skills - e.g. washing, eating, dressing, tieing shoes. 3. Have demonstrations on a. manners b. care of clothes c. neatness 4. Have school nurse, doctor, dentist speak on a. first aid b. general health care c. care of teeth.	Use teacher check sheet twice during year to note progress in self help area.

GRADE LEVEL: SPECIAL EDUCATION (Intermediate)

SUBJECT AREA:

DOMAIN: BASIC SKILLS AND OCCUPATIONAL PREPARATION

GOAL NUMBER: 4.3

OBJECTIVE: The individual will show consistent use of self care skills.

ACTIVITIES	OUTCOMES
1. Using magazine pictures and newspaper material - make individual scrapbooks on people using various self care skills and hints on doing these things better. 2. Interview parents to find out how they use self care skills for themselves and for the family. 3. Do unit work on and keep charts on various self care skills as needed by the class. e.g. washing, grooming, nutrition.	Using tape recorder have individuals explain why a person should be well groomed, eat properly, dress properly, etc.

GRADE LEVEL: SPECIAL EDUCATION
(Secondary)

DOMAIN: CAREER PLANNING

SUBJECT AREA:

GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.

OBJECTIVE: The individual will demonstrate his understanding of necessary personal hygiene by his personal appearance.

ACTIVITIES	OUTCOMES
1. Show filmstrips and movies on good eating habits. 2. Plan a meal - shop - prepare in school and eat. 3. Use "good grooming" posters. Discuss the necessity for good grooming. 4. Have students collect pictures and create a collage of products used for good grooming. 5. Discuss the natural ingredients. 1. air 2. sunshine 3. water. 6. Practise various exercises. 1. stretching exercises 2. push-ups 3. sit-ups 4. bending exercises 7. Have each student or group of students do a report on diseases, infections caused by uncleanliness and improper diet. 8. Talk about necessity for proper diet of women during pregnancy. 9. Talk about importance of regular checkups, both medical and dental.	The student will have the knowledge needed to help improve himself and his environment.

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I hope that these objectives may be reached and that Career Development may become meaningful for each student in the Montgomery County R-II Schools.

Benny L. Gooden